

## The College at Brockport: State University of New York Digital Commons @Brockport

---

### Appointment, Promotion, and Tenure Documentation

---

2001

# African and African American Studies: Appointment, Promotion, and Tenure Documentation

The College at Brockport

Follow this and additional works at: <http://digitalcommons.brockport.edu/apt>



Part of the [Higher Education Commons](#)

---

### Repository Citation

The College at Brockport, "African and African American Studies: Appointment, Promotion, and Tenure Documentation" (2001).  
*Appointment, Promotion, and Tenure Documentation*. 38.

<http://digitalcommons.brockport.edu/apt/38>

This Document is brought to you for free and open access by Digital Commons @Brockport. It has been accepted for inclusion in Appointment, Promotion, and Tenure Documentation by an authorized administrator of Digital Commons @Brockport. For more information, please contact [kmyers@brockport.edu](mailto:kmyers@brockport.edu).

**African and Afro-American Studies Department  
SUNY College at Brockport  
Departmental Standards for Appointment, Continuing Appointment, and Promotions.**

Departmental Mission Statement

The Department of African and Afro-American Studies draws from an international faculty in fulfilling the needs of the college. The department is committed to the goals of affirming the viable presence of studies relating to the African, Afro-American and Caribbean presence in the world. Only through a thorough understanding of other worlds can we come to understand the significance of our own.

The department shares, with the college, a global thrust: teaching, research, service, student learning centeredness, and a commitment to an exploration of the impact of Black issues in today's world. At all levels the department articulates, in intellectual terms, the crucial life experiences of Africa and its New World extensions in North and South America and the Caribbean. On a pragmatic level, the department is concerned with the holistic development of all students, so that they will emerge culturally and socially aware of the important issues which affect North and South, industrialized and developing countries, wealthy and impoverished nations.

The department promotes these issues through a series of forums: a Martin Luther King Faculty Seminar, on-campus lectures, films, a newsletter and on-going teaching, research and community involvement.

The department offers a major in African and Afro-American Studies and also encourages students to select AAS as a second major. In addition, it provides all students, through the use of electives, breadth-component courses and General Education requirements, with courses in literature, history, sociology, political science and dance. The curriculum offers every student a meaningful experience; some students may opt for a Bachelor's degree or a double major, which may lead to further studies. Others may opt for the global exposure, which the international faculty bring to multi-disciplinary studies.

A student may utilize studies in AAS for any purpose, since it will satisfy personal, educational and professional goals. Graduates may find employment in fields as diverse as banking, business, counseling, education, international studies, journalism, labor relations, social sciences, as well as appointments at federal, state and local level and the various United Nations agencies. Private sector employers are anxious to recruit personnel who are sensitive to minority issues and concerns, and minority-majority relations.

Students in AAS classes are expected to develop the kind of scholarly inquiry and the cultural expansiveness that will enable them to:

- (a) Discover biases in what passes for scholarship [Emphasis is therefore on the development of critical analysis].

- (b) Engage in revisionist research as much as possible [Emphasis is therefore on research and writing].
- (c) Exercise critical judgement on social and policy issues [Students are therefore encouraged to think about problem solving via policy suggestions].
- (d) Appreciate the added value to humankind of the cultural attributes of people in the African Diaspora [Students are therefore exposed to the culture of Africa and African people in the Diaspora in as many forms as resources permit].

Faculty members in the Department of African and Afro-American Studies agree that there are a variety of avenues by which students can come to demonstrate these expected learning outcomes; course syllabi demonstrate the various approaches of the faculty.

### **Guidelines for Appointment, Continuing Appointment, and Promotion**

The department of African and Afro-American Studies at SUNY College at Brockport expects all its faculty members to be dedicated teachers and scholars and provide services to the department, the college community and their discipline in their specific areas of expertise, regionally and nationally.

It is the position of the department that scholarship, teaching, and service are inter-connected, with each of these areas of endeavor informing and supportive of the others. These three areas are also an essential part of a faculty member's professional growth, and favorable appointments, promotions, and tenure decisions are based on established standards in each of these three areas, depending on the faculty member's rank.

Standards for (A) Teaching; (B) Scholarship; and (C) Service are detailed in the following sections, with specific references to minimal performance at rank for each faculty member. The weights attached to teaching, scholarship, and service are 50/40/10 respectively.

#### **Criteria for Initial Appointment:**

To be appointed as an Assistant Professor, the candidate must have his/her pertinent terminal degree in hand (Ph.D., or demonstrable equivalent); teaching experience in African, Caribbean, or African-American Studies is desirable, in addition to the completed terminal degree.

#### **A-1: Assistant Professor –Teaching for Renewal of His/Her Appointment**

The assistant professor must have completed a Ph.D. (or demonstrable equivalent); demonstrate teaching effectiveness from good to excellent, as evidenced by student and peer evaluations, course development, course content, currency of required and recommended

readings in the specific courses taught, the use of appropriate technology in the courses taught, evidence of advising and mentoring of students.

Thus, the assistant professor's portfolio in teaching, for renewal or his/her re-appointment, must include the following three items:

- 1) Evidence of peers' review and evaluation of classroom teaching effectiveness on style, classroom management, delivery of content;
- 2) Evidence of students' evaluation of teaching effectiveness;
- 3) Evidence of syllabi;
- 4) Evidence of grade distributions;
- 5) Evidence of samples of mid-term, final exams, and term papers;
- 6) IDEA forms that evaluate teaching from good to excellent;
- 7) Evidence of positive review on teaching.

#### **A-2: Assistant Professor - Scholarship for Reappointment**

The assistant, to be appointed for renewal, will have made considerable progress in scholarship, beyond the dissertation, as will be evidenced in:

- 1) Presentation of at least two papers in professional conferences or organizations, regionally or nationally;
- 2) Evidence of membership and participation in a pertinent regional or national professional organization;
- 3) Publication of a refereed or accepted articles(s) in a professional or professional journals will greatly enhance the assistant professor's candidacy for reappointment;
- 4) Positive annual review.

#### **A-3: On Service for Reappointment to Assistant Professor**

The assistant professor, to be reappointed, must provide evidence of service to the department and college in the following areas:

- 1) Evidence of advisement of departmental majors and minors;
- 2) Evidence of attendance and active participation in departmental meetings;
- 3) Evidence of maintenance of scheduled office hours;
- 4) Evidence of participation in the departmental Annual Martin Luther King, Jr. Memorial lecture, Black History Month lecture program, and the Saturday Information Sessions.
- 5) Evidence of service on a college committee.

#### **A-4 Assistant Professor – Criteria for Teaching for Promotion and Tenure to Associate Professor**

- 1) Evidence of peers' review and evaluation of classroom teaching effectiveness in style, classroom management, and delivery of content;

- 2) Evidence of students' evaluation of teaching effectiveness, using IDEA forms;
- 3) Evidence of detailed syllabi;
- 4) Grade distributions of all courses taught;
- 5) Evidence of positive annual reports;
- 6) Evidence of three letters of support from colleagues, from within or outside of SUNY, College at Brockport;
- 7) Evidence of three outstanding student final papers.

#### **A-5: Assistant Professor – Scholarship for Tenure and Promotion to Associate Professor**

A completed Ph.D. (or demonstrable equivalent); evidence of publications and participation and presentation of scholarly papers at professional conferences, meetings, and symposiums regionally and nationally. To be promoted to an Associate professor, the assistant professor must publish at least four peer-reviewed articles, or 4 to 5 poems or short stories, or three condensed essays from the dissertation, or results of new research and present papers at several local, regional or national conferences.

Thus, the assistant professor's portfolio, for tenure and promotion to associate professor, will contain the following:

- 1) For social scientists and those with Humanities backgrounds: A completed Ph.D. (or demonstrable equivalent);
- 2) Evidence of a minimum of four refereed published articles, or four chapters in peer reviewed books, or a monograph;
- 3) Evidence of the presentation of four papers at regional or national conferences;

For the creative artist: evidence of the publication of four to six poems, two to three short stories, in professional publications, books, or monographs or an authored book will be adequate evidence of three publications;

For the performing artist: evidence of at least three juried performances.

#### **A-6: Assistant Professor – Service for Tenure and Promotion to Associate Professor**

The assistant professor, in order to be recommended for tenure and promotion to associate professorship, must regularly participate in the work of the department, including all of the following:

- 1) Evidence of advisement of departmental majors and minors;
- 2) Evidence of attendance and active participation in departmental meetings;
- 3) Evidence of maintenance of scheduled office hours;
- 4) Evidence of participation in AAS departmental Annual Martin Luther King, Jr. Memorial Lecture and AAS departmental annual Black History Month lecture program, the annual Ghana Intersession program, and AAS periodic Newsletter.
- 5) Evidence of participation in Saturday Information Sessions, Admissions Open Houses, and regular registration.

- 6) Evidence of active participation on at least one committee outside of the department.

### **B-1: Associate Professor – Teaching for Promotion to Full Professor**

An associate professor is expected to demonstrate mastery of the applicable techniques of teaching, as evidenced in the development of course materials, utilization of pertinent technologies to enhance teaching effectiveness, is able to vary teaching methods based on class size, course content, audience, and setting. Teaching effectiveness must be demonstrated by all of the following:

- 1) Evidence of student evaluations regarding effectiveness of teaching, illustrated on selected IDEA evaluation forms;
- 2) Detailed syllabi, e.g. suggested paper topics, an established grading system;
- 3) Evidence of the development of new or review of courses.
- 4) Evidence of mentoring students or supervision of independent study projects and the results or end-products of such activities.
- 5) Three letters from colleagues, regarding teaching effectiveness.

### **B-2: Associate Professor – Scholarship for Promotion to Full Professor**

An associate professor is expected to master subject matter in area of expertise, and demonstrate this mastery objectively in published form, along with evidence of presentation of four to five papers [in addition to those papers presented at the assistant professor level] at professional conferences; the minimum requirements are:

- 1) Evidence of four peer-reviewed articles published in professional journals, along with evidence of four presentations of papers at professional conferences;  
or
- 2) Evidence of a scholarly book, a monograph, or three book chapters and three reviews;
- 3) Evidence of professional interactions with colleagues from institutions other than SUNY Brockport;
- 4) Evidence of chairing or commenting on papers at professional conferences;
- 5) For the creative artist, evidence of three peer reviewed staged performances, a play, or at least five poems published in a book, books, or peer reviewed publications.

### **B-3 Associate Professor – Service for Promotion to Full Professor**

In the area of service the associate professor will provide evidence of having participated in all of the following:

- 1) Evidence of his/her fair share of the advisement of AAS majors and minors;
- 2) Evidence of attendance at general advisement sessions in the fall, spring or summer;
- 3) Evidence of service as the departmental library coordinator, Faculty Senator, or faculty advisor to OSAD (Organization of Students of African Descent), or the

- Caribbean Club;
- 4) Evidence of service as an active member of AAS departmental APT committee;
  - 5) Evidence of assistance in or direction of the publication of the AAS Newsletter;
  - 6) Evidence of assistance in or direction of the Ghana Intersession Program;
  - 7) Evidence of active participation in the Martin Luther King, Jr. Memorial lecture;
  - 8) Evidence of providing a lecture during Black History Month celebrations;
  - 9) Evidence of participation in student recruitment;
  - 10) Evidence of chairing or directing panel discussions at Scholars' Day presentations;
  - 11) Evidence of collaboration with other schools or departments to enhance AAS department's programs and projects;
  - 12) The associate professor will also serve his/her professional organizations as an active member, official, or a representative of a pertinent professional organization.

### **C-1: Full Professor – Teaching [Performance at Rank]**

Full professorship is reserved for the associate professor that has met the requirements of that rank in teaching, scholarship and service (tenured). To be promoted to full professor, the candidate must have demonstrated leadership in teaching and made creative contributions to the departmental curriculum, course offerings and teaching strategies.

The full-professor would have satisfied the required expectations of assistant and associate professors, as have been enumerated above; specifically, the full professor will lead in most of these efforts:

- 1) In leadership, the full professor will guide the AAS department in implementing creative teaching methods;
- 2) Provision of special seminars;
- 3) Direct and evaluate junior faculty members' teaching;
- 4) Prepare students for graduate or professional schools;
- 5) Link students to graduate schools or careers;
- 6) Assume initiatives in the improvement of teaching and teacher effectiveness by participating in the Center for Teaching Excellence;
- 7) Mentor and support junior faculty to become effective teachers and scholars, and
- 8) Continue to demonstrate excellence in teaching as would be demonstrated in annual reports.

### **C-2: Full Professor – Scholarship [Performance at Rank]**

In scholarship, the full professor will continue to publish, present at professional conferences and provide leadership in the professional development of junior faculty members, edit books, write popular articles, chapters, book(s), and assume leadership in professional organizations to demonstrate continuing growth in his/her area(s) of expertise and serve as a resource for the department as a whole as well as for the junior faculty members.

**C-3: Full Professor – Service:**

The full-professor will continue to serve the department, college, the local and larger community nationally and internationally, in his/her area of expertise, including those enumerated under service at the assistant and associate professorship levels; these expectations must be illustrated in all annual reports of the full-professor.

Lastly, the assessment of a candidate's portfolio for appointment, promotion, or tenure will be undertaken by a committee of three from the department that will assess the candidate's portfolio with specific references to the established requirements for teaching, scholarship, and service.

In the event that the department's faculty members are unable to form an APT committee, the Dean of Letters and Sciences will be consulted to name someone from a pertinent discipline or department.



## African and Afro-American Studies Department SUNY College at Brockport

### Departmental Mission Statement

The Department of African and Afro-American Studies draws from an international faculty in fulfilling the needs of the college. The department is committed to the goals of affirming the viable presence of studies relating to the African, Afro-American and Caribbean presence in the world. Only through a thorough understanding of other worlds can we come to understand the significance of our own.

The department shares, with the college, a global thrust: teaching, research, service, student learning centeredness, and a commitment to an exploration of the impact of Black issues in today's world. At all levels the department articulates, in intellectual terms, the crucial life experiences of Africa and its New World extensions in North and South America and the Caribbean. On a pragmatic level, the department is concerned with the holistic development of all students, so that they will emerge culturally and socially aware of the important issues which affect North and South, industrialized and developing countries, wealthy and impoverished nations.

The department promotes these issues through a series of forums: a Martin Luther King Faculty Seminar, on-campus lectures, films, a newsletter and on-going teaching, research and community involvement.

The department offers a major in African and Afro-American Studies and also encourages students to select AAS as a second major. In addition, it provides all students, through the use of electives, breadth-component courses and General Education requirements, with courses in literature, history, sociology, political science and dance. The curriculum offers every student a meaningful experience; some students may opt for a Bachelor's degree or a double major, which may lead to further studies. Others may opt for the global exposure, which the international faculty bring to multi-disciplinary studies.

A student may utilize studies in AAS for any purpose, since it will satisfy personal, educational and professional goals. Graduates may find employment in fields as diverse as banking, business, counseling, education, international studies, journalism, labor relations, social sciences, as well as appointments at federal, state and local level and the various United Nations agencies. Private sector employers are anxious to recruit personnel who are sensitive to minority issues and concerns, and minority-majority relations.

Students in AAS classes are expected to develop the kind of scholarly inquiry and the cultural expansiveness that will enable them to:

- (e) Discover biases in what passes for scholarship [Emphasis is therefore on the development of critical analysis].
- (f) Engage in revisionist research as much as possible [Emphasis is therefore on research and writing].

- (g) Exercise critical judgement on social and policy issues [Students are therefore encouraged to think about problem solving via policy suggestions].
- (h) Appreciate the added value to humankind of the cultural attributes of people in the African Diaspora [Students are therefore exposed to the culture of Africa and African people in the Diaspora in as many forms as resources permit].

Faculty members in the Department of African and Afro-America Studies agree that there are a variety of avenues by which students can come to demonstrate these expected learning outcomes; course syllabi demonstrate the various approaches of the faculty.

AAS Assessment  
of Student Learning Outcomes

December 2000 – May 2001